

MERSEYSIDE
Violence
Reduction
Partnership



NOTES FOR FACILITATORS

'JAYS STORY' - AN ANIMATION
ABOUT GANGS AND ARSON



1. BACKGROUND AND DELIVERY

1.1 INTRODUCTION

‘Jay’s Story’ is a resource created by Merseyside Violence Reduction Partnership to use with schools and other organisations as a stimuli to discuss the issues of gangs and arson with young people. The resource consists of a short animation and a workshop session plan. The session should run between 1 and 1.5 hours with at least one break.

This session supports the following learning opportunities:

1.2 KEY STAGE 3 LEARNING OPPORTUNITIES (PSHE ASSOCIATION)

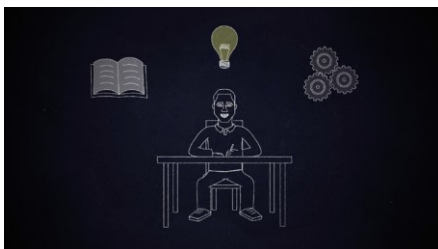
- H5:** to recognise and manage internal and external influences on decisions which affect health and wellbeing.
 - H25:** strategies to manage a range of influences on drug, alcohol and tobacco use, including peers.
 - H30:** how to identify risk and manage personal safety in increasingly independent situations including online.
 - R37:** the characteristics of abusive behaviours, such as grooming, sexual harassment, sexual and emotional abuse, violence and exploitation; to recognise warning signs, including online; how to report abusive behaviours or access support for themselves or others.
 - R42:** to recognise peer influence and to develop strategies for managing it, including online.
 - R43:** the role peers can play in supporting one another to resist pressure and influence, challenge harmful social norms and access appropriate support.
 - R44:** that the need for peer approval can generate feelings of pressure and lead to increased risk-taking; strategies to manage this.
 - R46:** strategies to manage pressure to join a gang, exit strategies and how to access appropriate support.
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1.2 KEY STAGE 4 LEARNING OPPORTUNITIES (PSHE ASSOCIATION)

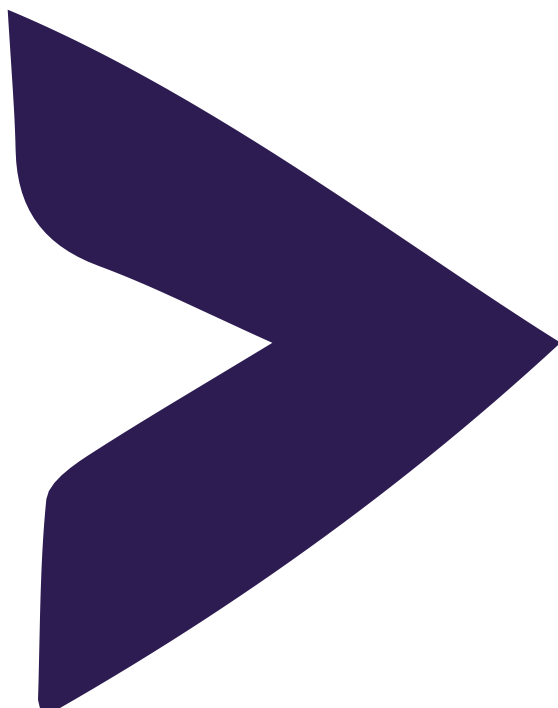
- H20:** wider risks of illegal substance use for individuals, including for personal safety, career, relationships and future lifestyle.
- H23:** strategies for identifying risky and emergency situations, including online; ways to manage these and get appropriate help, including where there may be legal consequences (e.g. drugs, alcohol, violent crime & gangs).
- R37:** to recognise situations where they are being adversely influenced, or are at risk, due to being part of a particular group or gang; strategies to access appropriate help.
- R38:** factors which contribute to young people becoming involved in serious organised crime, including cybercrime.

1.4 FACILITATORS LEADING THE SESSION NEED TO CONSIDER THE FOLLOWING ISSUES

(‘Delivering Violence Reduction Learning in Schools with external partners’ – MVRP 2021)



- Does the activity either support wider school pastoral, community issues or PSHE learning outcomes?
- Are young people consulted around the type of activities they would most value and what is their knowledge base about this subject?
- Am I as trainer, appropriately qualified, trauma-informed and safeguard trained?
- Have I as a trainer clearly set out my key messages, motivation and how I will minimise any trauma for young people prior, during and after delivery?
- Am I familiar with the school/setting and Local Authority’s safeguarding procedures and referral pathways?
- Is there a need for the establishment to inform parents/carers of the session?
- Have I considered the timing/context of the training e.g. during Operation Banger period, after an incident?
- Am I familiar with the offers from supporting organisations if signposting is required?
- Have all school and support staff, including those not in attendance of the session, been made aware of the subject matter and point of contact should any issues arise?
- Has additional consideration and support been given to differentiating and personalising the messages for those with special educational needs or disabilities?



2. SUGGESTED WORKSHOP ACTIVITIES

2.1 AGREE GROUND RULES WITH YOUNG PEOPLE

Examples could include:

- Everyone has the right to be heard and respected.
 - Using language that won't offend, stereotype or upset anyone.
 - Using correct terms, and if not known, to ask.
 - Comment on what was said, not the person who said it.
 - Avoid sharing own, or friend's personal experiences but instead use hypothetical or fictitious examples to discuss key ideas.
 - No-one to be put on the spot and having the right to pass.
 - Not to judge or make assumptions about anyone.
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2.2 WHOLE GROUP ACTIVITY PRIOR TO SCREENING

(plus use of any Pre Evaluation tools)

WHAT ARE THE MAIN REASONS FOR PEOPLE STARTING FIRES?

Profit – some people benefit from fires e.g. fraud

Vandalism – often forcing entry; can be spur of moment

Excitement – getting a thrill

Revenge – getting back at someone or an organisation

To conceal another crime – destroying evidence of another crime

Extremism – acts of terror or racist attacks

Boredom – nothing else to do; is there lack of provision in area?

2.3 SCREENING OF JAY'S STORY



2.4 WHOLE GROUP ACTIVITY - WHAT ARE THE MAIN THEMES THAT THE FILM ADDRESSES?

Arson

Remorse/regrets

Drugs

School exclusion

Domestic Abuse

Prison life

Friendships

2.5 SMALL GROUP ACTIVITY - IDENTIFY 1 OR 2 THEMES FOR EACH GROUP TO CONSIDER IN MORE DETAIL

Arson - the incident itself

What impact do you think the fire had on the victims and local community, temporarily and long-term?



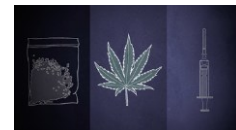
Remorse/regrets – potential death of child, missed opportunities, remorse for impact of his actions on others and regrets for the impact on himself?



Drugs - the motivation for Jay becoming involved in activity;

What do you think about the gang that Jay is part of?

What are your thoughts about Jays' drug taking?



School exclusion – Jay thought his education was irrelevant;

What do we feel about his experience of school?

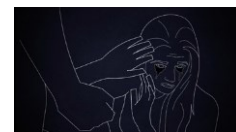
What support in school do you think Jay needed?



Home stress - domestic abuse;

How do you think his dad's violent treatment of his Mum affected Jay?

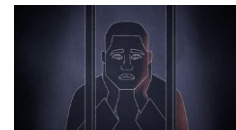
Is domestic abuse always adult to adult or can it be to others?



Prison life - difficulties experienced

How do you think Jay has managed serving his time in prison?

What do you think are Jay's options when he leaves prison?



2.6 WHOLE GROUP ACTIVITY – JAY

- What are your feelings towards Jay?
- What do you think Jay worries about the most?
- Do you think Jay was exploited by his friends/gang? What do we think about Jay's friends/gang?
- What could Jay have been done to prevent this happening?
- What could others have done to support Jay in preventing this happening?
- Was there a teachable moment?

3. SIGNPOSTING

3.1 FEARLESS

Anonymous reporting and online non judgemental advice about crime and criminality

fearless.org

3.2 NSPCC CHILDLINE

Information and advice online re bullying, abuse, safety and the law.

0800 1111 childline.org.uk

3.3 MERSEYSIDE DOMESTIC VIOLENCE SERVICE

Services for families, children and young people.

07802 722703 mdvs.org.uk

3.4 YPAS

Mental Health and Wellbeing Services for children and young people.

0151 707 1025 ypas.org.uk

3.5 WE ARE WITH YOU

Confidential support for people experiencing issues with drugs, alcohol or mental health.

0151 706 7888 wearewithyou.org.uk

3.6 YMCA

Mainstay – What to do if you're at risk of homelessness.

0151 600 3530 ymcatogether.org.uk

3.7 POPs

Services that support families affected by having someone in their family in prison.

0161 702 1000 partnersofprisoners.co.uk

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